DOCUMENT RESUME

ED 097 583 CE 002 398

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TITLE Second Annual Career Guidance Institute: Final Report.
INSTITUTION South Bend Community School Corp., Ind.
SPONS AGENCY Indiana Univ., South Bend. Indiana Career Resource Center.; National Alliance of Businessmen, Washington, D.C.; South Bend Community School Corp., Ind.
PUB DATE Jun 74
NOTE 62p.; For the 1973 annual report, see ED 089 067

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS Career Education; *Career Planning; *Institutes (Training Programs); *Occupational Guidance; Organizations (Groups); Participant Involvement; Post Testing; Pretests; Questionnaires; *Scripts; Slides; *Test Results; Vocational Counseling

ABSTRACT

The document reports on the organization and implementation plans for Indiana's Second Annual Career Guidance Institute and the sound/slide programs developed on six career cluster areas. An extensive evaluation analyzes the Institute in light of its objectives, offers insights gained on career opportunities, gives changes in attitude regarding career guidance, lists suggestions for improvement, and includes the results of an evaluative workshop with pre-test and post-test analyses. About half of the report is devoted to appendixes on survey and questionnaire forms; goals and objectives; lists of participants and materials; and slide scripts developed on the automotive, communications, financial, health, and industrial fields, and on the Indiana Employment Security Division. (NH)

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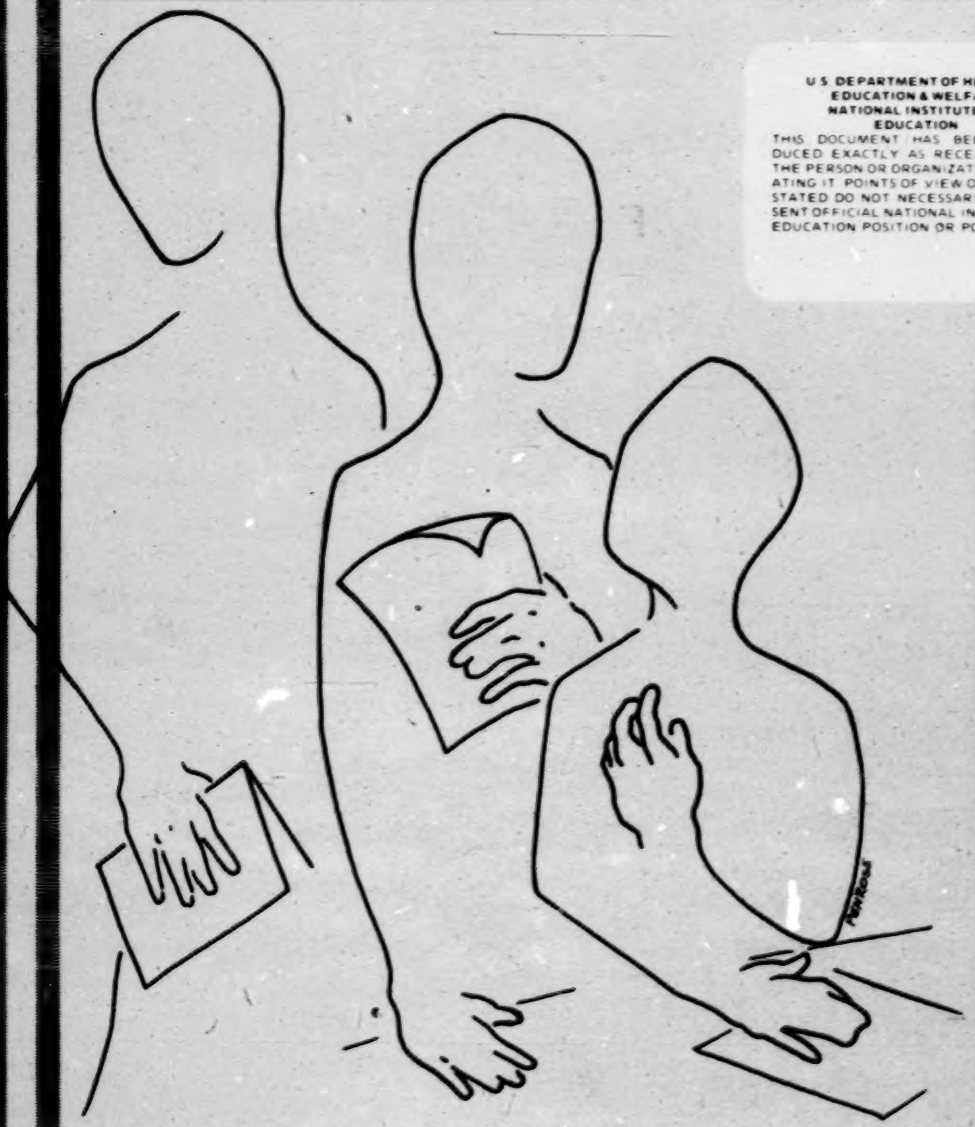

career guidance institute

Spring 1974

South Bend, Indiana

FINAL REPORT

of

SECOND ANNUAL

CAREER GUIDANCE INSTITUTE

SPONSORED BY

NATIONAL ALLIANCE OF BUSINESSMEN
THE SOUTH BEND COMMUNITY SCHOOL CORPORATION
INDIANA UNIVERSITY AT SOUTH BEND

Mrs. Norma Elaine Schenck, Project Director
South Bend Community School Corporation
South Bend, Indiana
June, 1974

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SECOND ANNUAL

CAREER GUIDANCE INSTITUTE

by

Mrs. Norma Elaine Schenck

I. Introduction

The Second Annual Career Guidance Institute implemented in South Bend, Indiana, in 1974 was developed through the cooperation of the National Alliance of Businessmen, Indiana University at South Bend, and the South Bend Community School Corporation. A joint industry-education committee was organized to formulate plans for the Career Guidance Institute as follows:

Mrs. N. Elaine Schenck, Business Education Coordinator, South Bend Community School Corporation, South Bend, Indiana

Mr. Emil W. Reznik, Vice President, Human Resources Department, Associates Corporation of North America, South Bend. Indiana

Dr. John Swanda, School of Business, Indiana University at South Bend, South Bend, Indiana

Dr. Eldon Ruff, Chairman of Education, Indiana University at South Bend, South Bend, Indiana

Miss Kim Powers, Career Resource Center, Indiana University at South Bend, South Bend, Indiana

Mr. Wesley K. Johnson, Coordinator, National Alliance of Businessmen, South Bend, Indiana

Mr. John Makielski, Manager, Management Development, The Bendix Corporation, South Bend, Indiana

Mr. James B. Treacy, Vice President and Group Executive, The Bendix Corporation and Metro Chairman, National Alliance of Businessmen, South Bend, Indiana

Mr. Henry Feferman, President, Feferman Motor Sales Corporation, South Bend, Indiana

Mr. Joe Sanders, Metro Director, National Alliance of Businessmen, South Bend, Indiana

Mr. Eli Miller, General Manager, South Bend-Mishawaka Area Chamber of Commerce, South Bend, Indiana

Dr. Gerald Dudley, Indiana University at South Bend, South Bend, Indiana

Members of the Industry-Education Committee of the 1973 Career Guidance Institute were asked to meet in the Education Center of the South Bend Community School Corporation, on Monday morning October 8, 1973, to discuss plans for another Career Guidance Institute. At that meeting, it was decided that a proposal should be written for a Second Annual Career Guidance Institute and a luncheon meeting was planned for Wednesday, October 24, to be hosted at the Associates Corporation of North America.

On October 16, 1973, an announcement of the planned Career Guidance Institute was sent to schools that had a relatively high percentage of economically disadvantaged students. Included with the notice were applications for interested teachers. At the luncheon meeting at the Associates Corporation of North America on October 24, 1973, suggestions were made by the Industry-Education Committee for writing the proposal for the Second Annual Career Guidance Institute in South Bend.

On October 31, 1973, a memorandum was sent to all administrators and subject area coordinators of the South Bend Community School Corporation informing them of the proposed Career Guidance Institute, and asking

for their support. The completed proposal was submitted on November 16, 1973, to the National Alliance of Businessmen in Washington, D. C. The proposal and a subsequent memo to all applicants for the Career Guidance Institute indicated the following schedule:

January 16, 1974 6:30 p.m. Wed.	--	Orientation/Dinner Meeting at Associates Corporation of North America at 1700 Mishawaka Avenue. All educational participants as well as representatives of participating businesses will meet.
February 1 and 2 5:30 p.m. Friday 3:00 p.m. Saturday	--	Two-Day Workshop at Associates Corporation Lodge near Niles, Michigan. Consultants for this meeting to include: 1. Mr. Sterling Macer, Recruiting & Training, General Electric Company, Fort Wayne, Indiana 2. Dr. Richmond Calvin, Indiana University at South Bend, Indiana
February/March April	--	Work site visitations plus seminar sessions following each visitation. Each participant to visit ten of the listed work sites including the Career Resource Center and the Indiana State Employment Service.
March 5, 1974 7:30 p.m. Tues.	--	Report Session, Education Center
May 7, 1974 7:30 p.m. Tues.	--	Evaluation and Planning Session, Education Center

Participants were offered the opportunity to take the Career Guidance Institute through Indiana University at South Bend for three semester hours credit.

On January 2, 1974, a letter was sent to all business people who had indicated a desire to cooperate in the Career Guidance Institute. This letter invited them to the orientation-dinner meeting on January 16, 1974. The orientation meeting provided an opportunity for the

educational participants to meet the members of the Industry-Education Committee and the Business-Industry representatives. Following dinner, Dr. Ruff, Chairman of Education at Indiana University at South Bend, discussed the concept of Career Education. Following Dr. Ruff's presentation, four participants of the 1973 Career Guidance Institute formed a panel to discuss the Career Guidance activities they had pursued following the 1973 Career Guidance Institute.

Following the panel discussion, the educational participants met with Dr. Ruff and Dr. Dudley to take the pretest, and for those who were interested, to enroll in the Career Guidance Institute for three semester hours credit through Indiana University at South Bend.

The Business-Industry participants met with Miss Kim Powers of the Career Resource Center. Miss Powers discussed with these representatives their role in the success of the Career Guidance Institute. She asked them to provide basic information regarding their company prior to the visitation of the educational participants. She also discussed the importance of the educational participants having the opportunity to focus on the workers during the tours and being able to talk to workers directly.

The workshop on February 1 and 2 at Associates Lodge provided an opportunity for members of the Industry-Education Committee and the educational participants to become better acquainted and to work with the consultants. Sterling Macer's topic was, "Why Minority Paranoia." Dr. Richmond Calvin discussed "Career Placement for the Disadvantaged." Participants practiced conducting interviews under the direction of Kim Powers, and James Meuninck of the Career Resource Center gave

suggestions for taking pictures for a possible slide presentation. "Indiana Happenings in Career Education," a slide presentation, was viewed by participants.

A calendar showing tour dates and times was distributed to participants at the workshop: they were given an opportunity to select nine or ten tours. A total of 17 tours were scheduled to the following business firms:

American National Bank and Trust Company
Associates Corporation of North America
L. S. Ayres and Company
The Bendix Corporation
Carleton Financial Computations
Career Resource Center
Feferman Motor Sales Corporation
Indiana Bell Telephone Company
Indiana State Employment Service
Montgomery Ward and Company
Roach-Appleton Manufacturing Company
St. Joseph's Hospital
Sibley Machine and Foundry Corporation
South Bend Lathe
South Bend Tribune
The Torrington Company
White Farm Equipment Company

Educational participants were encouraged to take one or two students on each tour.

A report session was held on Tuesday, March 5, 1974. Participants were asked to identify what they had learned thus far from their tour experiences and to give suggestions for improving future tours. They were also asked to share student reaction to the tours. At this session participants received definite assignments to develop a slide-tape presentation for one of the areas toured. Participants were able to select from the following areas: retail, financial, health occupations, industrial, communication and media, and automotive. Three participants worked on each area.

Tours continued through March and April and a final evaluation session was held on May 7, 1974. On April 22, letters were sent to all Business-Industry participants thanking them for their participation in the Career Guidance Institite and inviting them to the final evaluation session. The educational participants were asked to complete the post test and an evaluation form of the Career Guidance Institute. In addition, they were asked to bring a one- or two-page written report to the final evaluation session concerning their plans for implementing Career Guidance as a result of having participated in the institute.

The slide presentations in the six areas of retail, financial, health, industrial, communication and media, and automotive were presented by the educational participants. Following the slide presentation, the Business-Industry representatives were given an opportunity to react. Many of the representatives gave constructive criticism. One member thought that job descriptions might well be included with the slides. One business representative commented that it would be well to get parents involved because many times they have unreal expectations for their children. Another representative felt very strongly that it is important to have the top men of the business involved in planning of the tour. Actually, he felt that we are doing the business a favor by asking them to take a realistic look at the job opportunities within their organization.

One business representative felt that if the slide presentations are used in the classrooms an individual representing the business portrayed might be asked to be present in the classroom to answer student questions. In this way, there could be a direct personal contact between business and students regarding opportunities in their area.

Also, it was suggested that a list might be developed of individuals who would be willing to speak to classes regarding their particular business. The necessity for counselors and teachers keeping current with the job market and anticipated job opportunities was stressed. One businessman felt very strongly that we need to think in terms of attitudes and the fact that employees will need to change jobs many times in their lifetime.

The Institute was evaluated by the participants in written form. Those who took part in the Career Guidance Institute were in general agreement that it was a worthwhile experience and that more such institutes should be conducted. Participants also had many suggestions for improving future endeavors of this type. (See Section IV.)

The pretest was given to participants during the orientation session, and the post test was collected following the Institute. An analysis and comparison of the pretest-post test responses was made by two members of the Industry-Education Committee, Dr. Swanda of Indiana University at South Bend and Mr. Reznik of Associates Corporation of North America.

Although the Institute was not funded nationally through the National Alliance of Businessmen, the Institute was funded locally through the efforts of the Industry-Education Committee--particularly through the contacts of Mr. Treacy, Metro Chairman, of the local National Alliance of Businessmen. The participants are indebted to Mr. Treacy and the businessmen who supported the project financially.

The project director of the Institute is indebted to Dr. Eldon Ruff, Chairman of Education at Indiana University at South Bend, Dr. Gerald Dudley, Director of the Career Resource Center, and to Miss Kim Powers, of the Career Resource Center, who assisted with the planning and organization of the Institute.

The members of the Industry-Education Committee gave generously of their time and facilities. The representatives of the local businesses were most cooperative in conducting the tours, enabling participants to have an opportunity to talk with employees, and answering questions fully whenever possible.

Successful Career Guidance Institutes represent a great deal of time and effort on the part of many people. Although it is difficult to measure the success of a project of this nature, communication has been established between businessmen and educators and implementation plans have been made by the participants for improving career guidance in the South Bend schools.

II. SLIDE PROGRAMS

SLIDE PROGRAMS

Participants in the 1973 Career Guidance Institute were each assigned one company upon which a report was written. Providing specific information, these reports focused upon: company description, company product or service, number of employees in various skill levels, job opportunities and necessary scholastic background, entry job opportunities for less than high school graduates, company's future occupational needs, and company's special educational and training opportunities, etc. The reports, which were distributed to all participants, were included in the Final Report of Career Guidance Institute, 1973.

Though these reports were a resource to the educators who had been a part of the Institute, they were not as useful to the students with whom these educators work. Thus, it was decided that participants in the 1974 Career Guidance Institute would document their visitations in a different manner.

The visitation sites were placed into six cluster areas: retail, financial, health, industrial, communications and media, and automotive (the group that covered the automotive cluster also documented the State Employment Service). Grouped into teams of three, the participants were assigned one of these career clusters on which to develop a sound/slide program. While on the tours they taped interviews with workers, as well as took pictures which were later developed into slides. Then these slides plus information obtained from the tapes and tour itself were put together to form the slide program.

Though in an audio-visual format this year, these programs provide the same kinds of information as provided by last year's company reports, and also offer several advantages. First, in this form these materials are more effective for use with students than were the printed materials; and secondly, the taping and picture-taking process was a learning experience for nearly all participants. Most have indicated that after this experience they are now much better prepared to develop a sound/slide program for their own guidance or classroom use.

These sound/slide programs are housed in a central location; the school system's administrative offices, where they can be checked out for use by any educator for a career guidance or career education activity.

Found In Appendix E are the written scripts of the slide programs.

III. IMPLEMENTATION PLANS

IMPLEMENTATION PLANS

Career Guidance Institute participants, in general, represented three components of the educational team: administration, counseling and guidance, and classroom instruction. A review of implementation plans revealed many similarities but with differing emphases. Following will be a description of those plans with a concluding section indicating the commonalities of the proposed implementations.

ADMINISTRATION

Administrators indicated a need for career education to be closely integrated with all curriculum areas. While some administrators felt that faculty orientation to career education could be achieved through structured meetings or inservice courses, others felt that much could be accomplished in informal settings such as the lunch room, lounge, halls, small group meetings, etc.

Administrators also felt it their responsibility to provide faculty members with professional materials pertaining to career education rationale, concept and implementation strategies, and techniques.

In the area of counseling and guidance, the administrators felt that an increased emphasis needed to be placed on career guidance. Several indicated that counseling and guidance was not solely the function of counselors but also that of the administrators and classroom teachers. Here again, the need for faculty in-service in the areas of career guidance and career education was mentioned.

Several administrators called for curriculum changes. Some, even late in this school year, initiated career cluster mini-courses. But most

envisioned more basic changes than just the mini-course concept. In this area--curriculum--they felt administration had a key role to play.

Also seen as another of their responsibilities was the provision for student career resource materials. Though it was assumed that teachers and counselors would be directly involved with this materials task, administrators did feel that they must see that these materials are made available to students. For them this might mean budgetary consideration, community contacts, etc.

It was also noted that parents, as well as the total community, need to be made aware of the career education concept. Because administrators generally work more closely with these two groups than do the other educators, they saw their role in parental and community attitude change as a very important one.

In general, the administrators' implementation plans emphasized their role as initial leader in their school's career education and guidance program. As the faculty becomes more involved with the program, they see their role becoming more that of support and consultation.

GUIDANCE

From the insights gained through visitation experiences, guidance counselors feel that they are much better prepared to help students effectively weigh career choices. From their first-hand experiences in business and industry, they now realize what their students will face in the future and can hopefully help the students to realize goals.

Most did not feel that career guidance was limited to assisting with career choice. As one counselor stated, "Career guidance is an

opener--an avenue to working with the total individual." She went on to say, "What better way to gain rapport, understanding, close relationship and means of assisting individuals with personal goals and achievements."

Another counselor has come to view the Kuder and other interest inventories as, not the end, but the beginning of a process. She now sees these surveys and their results as points of departure for group work that can focus upon career choice and decision making, high school course selection, and self-awareness. This counselor sees such experiences as important to the formulation of a person's goals.

Having been made aware of the vast number of career resource materials, many of the counselors plan to gather as many as possible for their students' use. Bulletin boards will be used as visible means to familiarize students with careers.

One counselor anticipates parent visitations to be followed by student visitations to the parents' work sites.

One counselor is involved with a paraprofessional program that trains educational aides. Because of student terminations and the present oversupply of teachers, many of these individuals will never find employment in the educational field and most will not ever leave the local area to seek employment. Thus, a program is now being designed to orient these students to other career areas. Because of the Career Guidance Institute experience, it will be possible to offer a program that will give an excellent overview of local employment opportunities.

Most all of the counselors indicated plans to make available both career resource persons and visitations for the students with whom they work. Here they strongly advised an interaction between students and business-industry personnel, and not a "talk to" approach.

Seeing the need for a team approach to career education and guidance, a number of the counselors accepted the role of catalysts and consultants to classroom teachers. They felt not only the responsibility to provide career guidance to those students with whom they counsel, but also to assist teachers in a career education program.

As with administrators, the need for career education inservice instruction was also mentioned by counselors. Several counselors indicated a willingness to request and organize such an inservice program for the faculty.

Counselors indicated the need for curricular changes. They, along with administrators, view theirs as a leading role in this area.

CLASSROOM INSTRUCTION

Though some mention was made of special career cluster mini-courses, integration into their on-going classroom activities was evident in most of the implementation plans presented by the teachers. Teachers indicated that many opportunities already exist, but are not utilized. A science teacher mentioned several of her units - photosynthesis, digestive system, circulation system, respiratory system, genetics, environmental problems - and indicated the many careers that could be emphasized and studied within each unit. The same integration was envisioned by a middle school home economics teacher. In addition to the traditional units, personal management and management/decision-making units are also covered in middle school home economics classes. As one can imagine, many opportunities do exist to integrate career education with the regular home economics curriculum.

Classroom teachers also mentioned the incorporation of career resource materials into their teaching. They foresee gathering not only materials related to careers in their subject matter area, but also including general career information.

Because business-industry visitations emphasized to them the importance of first-hand experiences, several teachers mentioned designing simulation or "hands-on" kinds of classroom activities. In these activities, students would be involved in simulating some aspect of the work performed in a particular occupation. As an example, a science teacher would have students, while involved in a soil conservation unit, construct flats and demonstrate methods used by a farmer to prevent soil erosion.

Researching subject matter-related careers was another suggested classroom activity. The product of individual or group research could be in a variety of formats: job brief, career booklet, bulletin board display, slide program, cartoon script, poster, advertisement, etc. Though this could be effective in a language arts class, the approach could be utilized in any subject matter area.

Career resource persons and places are planned for use by all teachers, but most cautioned that these resource persons ought to be related to the subject matter area one teaches. As an example, when teaching the respiratory system, a respiratory therapist might be interviewed in the classroom. Teachers also emphasized the need to focus on the person and his feelings about his job, rather than on the job itself. As resources, some teachers plan to utilize school workers or workers who come into the school as well as other community

members. Parents are also a possibility. In addition to resource persons, several teachers hope to make their students aware of certain places and their services: local resource centers, Indiana State Employment Service, Social Security Office, Health Department, etc.

In addition to resource persons, most teachers foresee initiating more field trips. Again, these need to be subject matter related. Several teachers suggest individual field trips for interested students. Others suggest "shadowing of workers for a day." Here the science teacher would encourage a student displaying interest in the photosynthesis unit to visit the city greenhouse and work with the horticulturist for a day.

Individual teachers also touched upon incorporating more of the following into their classroom teaching: encouragement of good work habits and positive work attitudes, self-awareness activities, career awareness in girls, and career changes over a lifetime.

Most all teachers mentioned the need for curricula change and career education inservice programs for the faculty.

CONCLUSTION

Though the implementation plans of the Career Guidance Institute participants are many and varied, certain elements reappear in all. Most everyone agrees that career education and guidance, to be effective, must be a team approach with each member supporting the other. Integration with the on-going curriculum is also mentioned throughout the plans. The same is true of resource persons and field trips. Administrators, guidance personnel and teachers all call for career education inservice programs.

Perhaps the comments of one counselor best summarizes this section:

There is nothing strikingly new and different about many of these ideas. But carrying through with the plans will be providing new experiences for many of the students. This is where the value lies. Often such plans have not progressed beyond the 'talk' stage. What I am trying to say is that we do not need innovative ideas so much as the desire and motivation to carry through with even an 'old' idea such as a field trip. I plan to do this!

IV. Evaluation

ANALYSIS OF INSTITUTE IN LIGHT OF OBJECTIVES

To strengthen and maintain communication between educators and the business community was the major goal of the 1974 Career Guidance Institute. (See Appendix B) In view of the spirited discussions in the seminar sessions following the tours and the written evaluations following the completion of the Career Guidance Institute, it is evident that communication did take place; also the stage has been set for further communication.

Local employment opportunities were investigated through tours; each participant was scheduled for nine or ten tours. Typical remarks following the tours included:

.... pay scales higher than expected
.... high school education not required by some employers
.... morale of women factory workers high
.... employee attitudes very important
.... attendance critical to the employer
.... factory pay is high; conditions are bad
.... bank pay is low; conditions are good
.... poor working conditions in many factories
.... greater awareness of variety of occupations available
.... importance of getting along with fellow workers
.... math skills important in many occupations
.... grammar and spelling important to employers

Through a visit to the Indiana State Employment Service, participants were made aware of the many services and publications available through this agency. Monthly and periodic occupational reports concerning local and state occupational needs were shared. Participants received many pamphlets of which multiple copies could be obtained for student use. The following were received:

Job Hunting
Looking For Your First Job
How To Sell Your Product
Do You Want A Job?
Choosing Your Occupation
Application for Employment

In addition, individual occupational pamphlets were made available to participants.

A great deal of the workshop time on February 1 and 2 was devoted to the identification and understanding of disadvantaged youth. Both Dr. Calvin and Mr. Macer directed their remarks to motivating and communicating with disadvantaged youth. In addition, through the tours and seminar sessions, opportunities for and problems of disadvantaged youth were explored.

The implementation plans of the participants concerning Career Guidance revealed that opportunities for disadvantaged youth will be stressed.

INSIGHT GAINED--CAREER OPPORTUNITIES

The Career Guidance Institute participants found that there are numerous career opportunities for all youth including those who are economically disadvantaged. Participants were most surprised to learn that there are even opportunities for those youth who have not been graduated from high school. However, it was evident that attendance, attitude, and acceptance of responsibility were of tremendous importance to employers. Also, it was found that many employers are looking for applicants with math skills and some stress a good foundation in grammar, spelling, and punctuation.

One counselor reflected that the Institute widened and deepened her interest and knowledge of career education and its value in today's schools. She stated that students must be made aware of the characteristics considered important by employers.

While graduation from college is the route that some students should be encouraged to follow, participants discovered many opportunities for advancement for high school graduates as well as non high school graduates. It was found that many businesses offer on-the-job training and inservice courses to interested employees. In addition, young people with a desire to go to college can obtain that goal while working for many local concerns that have educational reimbursement programs.

It was found that the promotion policies of many firms allow employees who have ability and drive to better themselves within the organization. Also, in many instances employment tests which may discriminate against the economically disadvantaged and those with different cultural backgrounds, have been eliminated.

Participants found that there are many job opportunities open to disadvantaged youth and that many companies are willing to train people as long as they have some assurance that the person is willing to work.

CAREER GUIDANCE--CHANGES IN ATTITUDE

The participants indicated that their understanding of career guidance had increased a great deal through the period of the Institute. Many stated that they actually had little knowledge of career education or guidance prior to the Institute. Typical statements of participants follow:

> I believe that career guidance is very important to give to our students. I have a much more positive attitude toward vocational training than I had before.
>
> My knowledge has been expanded in that I am much more aware of career opportunities within the South Bend region. My attitude has become much more entrenched with the importance of career guidance for all.
>
> I feel better able to talk with more accurate knowledge to students about various jobs. The number of "contacts" I can use next year has grown tremendously.
>
> The last time I toured a business was during the 50's. Things have changed so much that it is bewildering. I have changed my attitude considerably.
>
> Although I have never measured a man's worth by his education or job, I did have negative feelings about blue-collar jobs. I can now see possibility of fulfillment in factory jobs.
>
> I have a greater awareness of the variety of occupations available in the community and the training or educational background necessary for many jobs.
>
> I now realize there are many opportunities for the individual with very basic skills and knowledge.
>
> We must get the child ready for the life he is really going to face. We have to accept all work as necessary and honorable.
>
> My own personal store of information has been greatly improved, and I am sure I will be more able to help students weigh career choices wisely.

SUGGESTIONS FOR IMPROVEMENT

For the most part, the educational participants were enthusiastic about the Career Guidance Institute: however, they also offered many suggestions for improvement for future Institutes that might be offered. Typical suggestions follow:

> I was very impressed with the way St. Joseph's Hospital made their presentation and had their tour organized. This plan could be a model for other tours.
>
> A brief job description of some of the careers available in each place of business, such as the job descriptions made available at St. Joseph's Hospital, would be helpful.
>
> It would be helpful if factories could give information about each step of the tour in written form before the tour; it was difficult to hear the tour guide in most cases.
>
> It would help the participants if they knew from the first meeting which catagory would be assigned to them for the slide presentation. More time should be spent in the instruction of the use of the tape recorder and the camera.
>
> Participants of former Career Guidance Institutes should be afforded the opportunity to participate in future ones, so that they can keep up to date.
>
> There was too much public relations data, and not enough career information on some of the tours. It would be more profitable if the people conducting the tours would dwell more on the skills rather than the process or product.
>
> The slide tape assignment should be made at the beginning of the Institute before the tours have started.
>
> All tours should have more employee contact such as we had at RACO, rather than a complete and exhaustive tour of the physical plant.

WORKSHOP EVALUATION

The Associates Lodge provided a very relaxed atmosphere for the workshop held on February 1 and 2. According to the evaluations, the workshop participants indicated that their understanding of career education had improved as well as their knowledge of the identification, communication, and motivation of disadvantaged youth. Participants were enthusiastic about the Occupational Name Game mixer used as a means of promoting small group interaction. Participants also reacted favorably to the practice interviews that were taped and then reviewed.

Dr. Richmond Calvin's presentation, "Career Placement for the Disadvantaged" provided a springboard for a discussion of job attitudes of the disadvantaged. The presentation of Mr. Sterling Macer, "Why Minority Paranoia?" also provoked much discussion. The slide presentation, "Indiana Happenings in Career Education" was rated excellent by those attending the workshop.

Comments of the participants included the following:

.... excellent educational experience
.... relaxed atmosphere
.... informative
.... enjoyable
.... very beneficial
.... problems identified
.... need to pinpoint solutions

PRETEST AND POST TEST ANALYSIS*

The Pretest and Post Test were given to 18 participants (See Appendix A) in two formats. The first format included a listing of 30 job titles whereby the respondent had to indicate the required training, income level, occupational mobility and union affiliation for each job title as he or she understood the specific job. The second format consisted of 15 questions aimed at ranking the respondent's perceived knowledge of, understanding of, and attitude toward elements of career education. These 15 questions were based on a 10 point continuum. The highest possible positive response was represented by 10 on the continuum. A response of 0 on the continuum represented the highest possible negative response. Inidvidual responses on the first format indicated general improvement in the knowledge of required training, income levels, occupational mobility and union affiliation for specific jobs.

COMPARISON OF PRETEST AND POST TEST
Average Responses
N=18

Question	Pretest	Post Test	Average Improvement
1	3.61	5.47	1.86
2	2.41	3.73	1.32
3	3.28	7.50	4.22
4	4.61	7.19	2.58
5	3.50	7.06	3.56
6	3.83	8.06	4.23
7	2.94	6.38	3.44
8	5.47	8.19	2.72
9	2.41	4.00	1.59
10	6.61	7.38	.77
11	4.44	7.62	3.18
12	5.61	7.06	1.45
13	3.33	7.19	3.86
14	6.17	7.81	1.64
15	5.11	7.06	1.95
	4.22 Overall Av.	6.78 Overall Av.	2.56 Overall Av.

The second format: dealing with the ranking of individual understanding, knowledge, and attitude about career education; indicated substantial improvement. The table preceding describes these findings by comparing results of the Pretest (given before the Institute on January 16, 1974) to results of the Post Test (given on May 7, 1974).

One can observe that improvement in perceived knowledge was achieved as a result of attending the Institute. The Pretest overall average was 4.22 compared to 6.78 for the Post Test, an improvement of about 61 percent. This generally can be interpreted as increasing perceived knowledge from the lower end of the average knowledge category to the lower end of the moderately high knowledge category.

Specifically, substantial improvement was observed in perceived knowledge relating to employee fringe benefits, job application forms, services provided by the Indiana State Employment Service, employment testing, and methods of developing materials for students entering the local job market. On the other hand, there are some areas that reflect only small degrees of improvement such as the extent that respondents invite speakers from the business community, understanding the living patterns of disadvantaged students, learning of ways to motivate disadvantaged students, and communicating with disadvantaged students.

It should be pointed out there are two basic limitations inherent in the second format of the Pretest/Post Test instrument. One limitation is related to the fact that the participants in the Institute were expected to take the Post Test immediately upon completion of their study. It is possible that the participants would be able to more

clearly assess their attainments in the Institute if they had more time to reflect on the benefits of their experience, say six to eight months after the completion of their study. For example, the value of inviting outside speakers hardly is discernable until an extended period beyond the completion of the Institute experience.

A second limitation of the Pretest/Post Test instrument is that some categories of knowledge were already at a high level before participation in the Institute. Therefore, there was very little opportunity to reflect improvement. An example of this limitation was observed in the knowledge category of understanding the living patterns of disadvantaged students.

On balance, it is reasonable to suggest that participation in the Institute was a positive experience. The total benefits will not be realized for some time to come. Yet, the indicated measure of benefits at this early juncture is significant.

* Pretest and Post Test analysis by Dr. John Swanda, Indiana University and Mr. Emil Reznik, Vice President of Human Resources Department, Associates Corporation of North America

V. APPENDIX

PERSONAL SURVEY DATA

A. Listed below are occupations held by persons in the South Bend-Mishawaka area. Please indicate your knowledge of local employment opportunities by: (1) checking one or more of the columns under TRAINING REQUIRED for each occupation; (2) writing the approximate yearly or hourly income a person might expect to earn in each occupation; and (3) indicating whether or not you feel that the job has occupational mobility.

	TRAINING REQUIRED						OCCUPATIONAL MOBILITY						
	Sub High Scl.	High Scl.	Trd. Scl.	Two Yr. Col.	Four Yr. Col.	Est. Hrly or Yrly Income	Own Orgn. Yes	Own Orgn. No	Own Indsy. Yes	Own Indsy. No	Geographically Yes	Geographically No	Union Affl. Yes / No
Press Operator (Heavy Duty)													
Key Punch Operator													
Rate Clerk, Freight													
Bank Teller													
Project Engineer													
Pay Roll Clerk													
Wire Assembler													
Ward Clerk													
Nursing Assistant													
Medical Record Librarian													
X-Ray Technician													
News Reporter													
Manager Trainee													
Buyer (Retail)													
Advertising Salesman													
Millwright													
Programmer													
Production Scheduler													
Welder													
Sales Correspondent													
Proof Machine Operator													
Electrician (Mfg. Co.)													
Accountant													
Tool-and-Die Maker													
Bookkeeper													
Purchasing Agent													
Cashier-Checker													
Coremaker													
Stenographer													

Appendix A (Continued)

B. Read each statement listed below and circle the number on the scale which most nearly corresponds to your own assessment of your present degree of knowledge, understanding, skill or attitude referred to in the question with "0" being the lowest point and "10" the highest point on the scale.

Very Low Knowledge	Moderately Low Knowledge	Average Knowledge	Moderately High Knowledge	Very High Knowledge
0 1	2 3	4 5 6	7 8	9 10

1. Degree to which you utilize materials prepared by business and industry to supplement student instruction.

0 1 2 3 4 5 6 7 8 9 10

2. Extent to which you invite speakers from the business community to enrich student insights.

10 9 8 7 6 5 4 3 2 1 0

3. Extent of your present knowledge of the types of fringe benefits offered to employees by local firms.

0 1 2 3 4 5 6 7 8 9 10

4. Extent of your present understanding of the attitudes of socially and economically disadvantaged students toward employment in the South Bend-Mishawaka area.

10 9 8 7 6 5 4 3 2 1 0

5. Extent of your present familiarity with job application forms used by local businesses.

0 1 2 3 4 5 6 7 8 9 10

6. Extent of your present knowledge of the services provided by the Indiana State Employment Service.

10 9 8 7 6 5 4 3 2 1 0

Appendix A (Continued)

7. Level of your present knowledge of employment tests administered to applicants for local job openings, as to extent and type.

0 1 2 3 4 5 6 7 8 9 10

8. Level of your present understanding of the term, (meaning and context) "Career Education".

10 9 8 7 6 5 4 3 2 1 0

9. Degree to which you use student field trips to businesses as an integral part of instruction.

0 1 2 3 4 5 6 7 8 9 10

10. Extent of your present understanding of living patterns of socially and economically disadvantaged students.

10 9 8 7 6 5 4 3 2 1 0

11. Level of your present knowledge regarding employment opportunities available in the South Bend-Mishawaka area.

0 1 2 3 4 5 6 7 8 9 10

12. Extent of your understanding of the ways in which socially and economically disadvantaged students are motivated.

10 9 8 7 6 5 4 3 2 1 0

13. Your present ability to develop materials for student use as a preparation for entering the local job market.

0 1 2 3 4 5 6 7 8 9 10

14. Your present level of skill in communicating with socially and economically disadvantaged students.

10 9 8 7 6 5 4 3 2 1 0

Appendix A (Continued)

15. Level of your present understanding of the attitudes of socially and economically disadvantaged students toward the South Bend-Mishawaka business community.

0 1 2 3 4 5 6 7 8 9 10

Appendix B

Local CGI goals and specific behavioral objectives:

The proposed Career Guidance Institute will help to strengthen and maintain communication between educators and the business community. Participants will have the opportunity to increase their awareness and knowledge of local job opportunities, conditions, and requirements. As a result of the Institute, guidance counselors and teachers will be able to help students develop career awareness based upon up-to-date occupational information.

1. Participants will investigate local employment opportunities through tours of several businesses to study and observe:
   a. products or services
   b. number of employees and wage scales
   c. tools and equipment used
   d. training necessary for various job and/or company advancement policies
   e. fringe benefits and equal opportunity employment practices
   f. labor-management relationship
   g. employee attitude toward co-workers and company
   h. employee view of job importance
   i. life-style of workers at various job levels

2. Participants will review current occupational reports concerning local and state occupational needs.

3. Participants will study
   a. communication with disadvantaged youth
   b. motivation of disadvantaged youth
   c. cultural and social indentification of disadvantaged youth

4. Through tours, seminar sessions, and informal conversations with businessmen, educators can identify possible problem areas of disadvantaged students in bridging the gap between the school environment and the business community.

5. Participants will formulate plans for working with disadvantaged students in groups and on an individual basis in their own schools.

Appendix C

Career Guidance Institute Educational Participants:

Melvin Baird	Indiana University	COP Coordinator
Sharon Baker	Colfax School	Special Education Teacher
Beverlie Beck	Lincoln School	Second Grade Teacher
Joan Bourgeois	Harrison School	Guidance Counselor
Martha Carangelo	Harrison School	Home Economics Teacher
Margaret Carrington	Oliver School	Guidance Counselor
Floyd Dickey	Education Center	Industrial Arts Coordinator
James Fitzpatrick	Clay Middle School	Social Studies Teacher
Wayne Guikema	Central Middle School	Math Teacher
George Jones	Oliver School	Physical Education Teacher
Joseph Lawecki	Central Middle School	Principal
Betty Lawson	Central Middle School	Guidance Counselor
Edward Myers	Education Center	Federal & State Projects
Makrouhi Oxian	Nuner School	Science Teacher
William Roberts	Education Center	Assistant Personnel Director
Evelyn Robinson	Oliver School	Vocal Music Teacher
Mary Faye Shaia	Nuner School	Guidance Counselor
Ronald Showalter	Clay Middle School	Guidance Counselor
Theresa Tyler	Board of School Trustees	

Appendix D

MATERIALS LIST

Career Education Resource Guide, General Learning Corporation, Morristown, New Jersey 07960

Yellow Pages of Learning Resources, Richard Saul Wurman, Editor, MIT Press, Massachusetts Institute of Technology, Cambridge, MA.

Appendix E

SLIDE AUTOMOTIVE SCRIPT

In the United States, there are 20,000 new car dealers. Our visit was to Feferman's, one of the 18 new car dealers located in St. Joseph County. In size, this organization is typical of dealerships in the larger communities. Our tour began in the area most familiar to the public--the showroom. We see a few of the many available models displayed here.

The auto dealership is often a family-owned business. Many dealerships are being managed by the second and third generation of the same family. This lends a stability and continuity to the business. More than half the employees at Feferman's have been employed there more than 25 years. There are 55 to 60 employees. Half the dealers in the United States sell 700 or more cars each year. This local agency fits into this representative group as they sell in excess of 900 cars each year.

The new car salesman must like to deal with people and enjoy selling. He should be personable and have a good memory of the various models available each year. Training films, tapes and meetings help the salesman stay up to date. In this company, the salesmen earn from $18,000 to $25,000 per year. A new salesman could earn this amount in a relatively short time. The salesmen employed here have either a high school or college education. Forty percent of the employees in an auto dealership work either in sales or the office.

A high school education or education in business is needed by the women employed in the office. All need to be proficient in typing. Typing ability is needed to use the teletype and to type titles, letters, orders, etc. The hourly wage is $2.75 to $3.50 per hour for this work. Some bookkeeping knowledge is needed to prepare the information sent to the computer via the teletype.

The customer's view of the parts department is often across a counter such as this. The large catalogs help the parts man identify the particular part needed by the customer. Immediately adjacent to the counter are stored the 300 parts with the rapid turnover. The fundamentals of a job in the parts department can be learned on the job in 3 to 5 days. A high school graduate with good reading ability is preferred for this job.

Appendix E (Continued)

SLIDE AUTOMOTIVE SCRIPT

In addition to the parts which move quickly, Feferman's have an additional $80,000 worth of parts used less often. Honesty is particularly important in this department. The parts man must be neat and a good housekeeper. It is particularly important that the part be in the bin where it is expected to be.

A good parts man is difficult to find as it takes a particularly organized, dilligent man to do this job. Salaries are in the $10,000 - $14,000 per year range. Record keeping is vital to the smooth operation of a parts department.

The teletype to a computer in Illinois assists the manager of this department to keep better records. Customer service is improved as it is possible to order his needed part and know within seconds if it is available and when it can be shipped.

With the company for 12 years, the manager of this department exhibits all the qualities of a good parts man, plus others. He needs to assume responsibility and make accurate judgments about parts to buy and quantity needed.

The dealer maintains a body shop for repair of body work of the automobile. There is a shortage of good men for this work. This job seems to attract a more independent type of man who enjoys banging out the dents and recreating the body of the car. He needs to be able to read and write and work well with his hands. There are no specific education requirements.

Depending upon his skill, a body repairman will earn from $10,000 to $15,000 per year. Most of the men has received a major part of their training on the job. Several had worked with their father or an older man before obtaining this particular job. The foremen schedule the work and give estimates to prospective customers. Their training is on the job.

The paint shop finishes the job begun in the body shop, as they paint and buff the repaired auto. A high school education is not necessary for this job. This occupation can be learned on the job. There is freedom to work at your own pace, although there is occasional pressure to finish a job. It is a steady job with no worry of a layoff.

Appendix E (Continued)

SLIDE AUTOMOTIVE SCRIPT

For customers who desire a high quality washing and waxing for their cars, the dealer maintains a department for this service. One of the employees in this department has been with this company for 50 years. His pride in his superior workmanship is an asset to the dealer and has an effect on repeat customers for new cars. The salary in this department is $7,500, plus tips received.

Another department within the dealership is the service department. Mechanics in this department may specialize in tune-up, lubrication or front-end repair. Though there are no specific requirements, most are high school graduates. Some learned from relatives or part-time jobs, but most from on-the-job training.

The manufacturer maintains schools which the mechanics must attend to improve their skills. As new models come out each year, refresher courses are quite often necessary. The mechanic receives between $8,000 and $12,000 depending upon his skill and specialty.

This dealer has separate facilities to handle used cars. Body work and tune-up specialists work exclusively on the used cars before they are offered for sale. The skills needed are similar to those in the new car division. Salesmen of the used cars need a high school education and the same skills as those required by the new car salesmen. Their salaries range from $12,000 to $18,000 per year.

Within the local community-St. Joseph County-Approximately 600 people are employed by new car dealers. There are at least an additional 700 persons employed by independent parts and automotive service representatives. Students interested in any of the jobs described here may be able to find an opportunity in this field with the South Bend Community.

Appendix E

SLIDE COMMUNICATIONS AND MEDIA SCRIPT

When we toured Indiana Bell, our guide, a directory assistance operator, first took us to Directory Assistance which has been enlarged to cover the entire 219 area.

Operator jobs involve a variety of working hours. This includes week-ends and holidays. It is an entry level job requiring a friendly, pleasant personality, in addition to speed and accuracy. Wages begin at $107.50 weekly. As with many entry level jobs at Indiana Bell, a high school diploma is not required.

We next visited the Traffic Service - Positive Service area where a number of consoles are manned by long distance operators who help people complete person to person, collect, credit card, emergency, and other special kinds of calls.

These long distance operators must work at a 97% answer for a month. Calls must be answered with 2½ seconds in order to meet Federal regulations. Some time is needed to train an operator for this type of console. Our guide in TSPS stated she especially enjoyed this job because she really felt she was being of service to people.

This shows the TSPS console the new computer type switchboard which provides customers with the convenience of direct distance dialing for any type of call. Needless to say it looks rather complicated to operate.

This man is in the room where "the brains" of the telephone system are stored. Very sensitive equipment makes photographs with flash equipment forbidden in this area. Of course we discovered this after the picture was taken. An electrical background with an ability to understand common logic-type problems is needed in this work area.

This girl has a man's job. She is a technical inside worker - a framer. This job involves working with hand tools, testing equipment, and maintaining service order records. She told us she belongs to a man's union since she does a man's job. She has done clerical work as well as being a telephone operator. She enjoys moving around. A framer connects changes, and disconnects customer lines. The weekly starting wages range upward from $130.00. At this time Indiana Bell has one woman who is an outside technical worker - a telephone linewoman.

Appendix E (Continued)

SLIDE COMMUNICATIONS AND MEDIA SCRIPT

This area is the customer service department housed in the St. Joe Bank Building. The telephone leases several floors of the St. Joe Bank Building where much of the clerical work is done.

Our guide in this area, who was a communications representative, was the first male on this job. Immediately after high school he started with the company as an inter-company mail clerk. After three months, he was advanced to this office job. Many different kinds of clerical work are performed in these offices. A service representative is responsible for orders, new telephone service, selling telephone service, bill collection, and public service.

Our male guide said he liked working here. It offered security and excellent fringe benefits. As long as Indiana Bell employees meet the requirements, they can go anywhere in the company. They may move upward, downward or laterally. The company insists on a minimum of absenteeism.

The other media tour was thru the South Bend Tribune. One of the first offices we were shown was the computer room. Data processing skills are utilized in this business office where all the billing is done.

The advertising department has a number of the professional people employed. Much of their time is spent out in local businesses gathering advertising for the paper. Generally an advertising or marketing background would be useful here.

The layout room adjoins the retail advertising department. There are three men that work at copy and layout. Although most of the art work is "canned" and very little original art work is done; this talent is available in this department.

The news room is part of the professional area where the salaries range from $155 to $248 weekly, depending on experience. Nearly all the newsmen have an AB degree, but not necessary in journalism.

Some newsmen and newswomen have come to the Tribune through a summer internship program. After completing their degree, they have then returned to the Tribune for permanent employment.

Appendix E (Continued)

SLIDE COMMUNICATIONS AND MEDIA SCRIPT

The UPI and AP machines in the wire service room are constantly pouring in news as it happens. This room is next to the news room.

All the articles are typed into paper tape form and subsequently read into the computer and eventually printed.

This is the composing room where printers, composers, paste-up specialists and mark-up people put the newspaper together.

Here is another view of the composing room showing some of the pages of the paper. A high school diploma is required in this area. Employees go thru a four-year apprenticeship program, which includes schooling and on-the-job training. A journeyman earns $6 an hour. An apprentice starts at 60% of the journeyman's salary, with 5% increments every six months. In this area mechanical aptitude tests are given to prospective employees.

The plates with light weight aluminum backing are part of the new equipment being used at the Tribune. This, of course, means that production workers no longer need to worry about the heavy plates that were used in the past.

The conveyer takes the printed papers from the press. They are printed at 600 a minute. In this area mechanical aptitude is necessary. Here again we find a four-year apprenticeship.

Here in the distribution area the papers are stacked and tied for loading on the trucks. Part-time workers are also used in this area. Many high school students are employed as part-time workers. This provides an excellent opportunity for exploring the news-paper field.

Clerical people make up the work force in the classified department. Typing speed and accuracy are the important skills needed in this area. Typing speed of at least sixty words a minute is required.

Clerical workers also make up a large portion of the circulation department.

Our slides have included the professional, the mechanical or productive, and the clerical areas of the Tribune. These three areas make up the three types of work available at the South Bend Tribune.

Appendix E

SLIDE FINANCIAL SCRIPT

The Associates Corporation of North America is a multi-service financial institution. It was founded in 1918 and is one of the top companies in the industry. The Associates offers financial services such as direct loans, commercial loans, installment financing, and insurance operations.

This young man is an accountant trainee. He attended college for two years and is presently attending Indiana University at South Bend while he is getting experience in the Associates Accounting Department. The company has a plan which will reimburse employees for part of the costs of courses taken.

The General Accounting area takes care of the ledgers for all of the types of business that the company does--loan accounting, discount accounting--preparing trail balances, and balancing the ledgers. A requirement in the Accounting Department is an accounting background. Most of these employees have accounting degrees or the equivalent. Accounting jobs are filled with both men and women. "The more data processing knowledge an employee has, the better," commented this employee.

This is the Supervisor of the Accounting Department who reviews all the work the department does, prepares the SEC reports, and sees that they are correctly and promptly filed, and reviews all publications for the company including the Annual Report.

Getting everything done on time is the biggest problem an Accounting Department supervisor has. At busy seasons, she can expect to put in at least 12 extra hours per week because year-end reports must be filed. She finds her work very satisfying.

Entry level jobs for high school graduates would include clerical, secretarial, technical, and unskilled. The Associates recognizes the fact that opportunity for advancement is important in everyone's career. Employees are urged to participate in internal and external training programs.

New employees receive careful training on their new jobs and on every future position they may have in the company. Associates offers benefits such as, hospital-medical insurance, long-term disability insurance, sick pay and salary continuance, accidental death insurance, profit sharing, pension, retiree life insurance, educational assistance, paid vacations and holidays, and service awards.

Appendix E (Continued)

SLIDE FINANCIAL SCRIPT

In the morning, the Post Office brings in the mail from the various branches of the company. It is sorted and at the end of the day, it is sent out. Employees in the mail room should have a high school education, although there are a few employees with less. The employees find the work interesting and many of them stay there for many years. Many new employees without definite skills start in the mail room.

Everyone who visits the Associates is fascinated by this machine which is run by one man. It folds, stuffs, and seals letters and envelopes at a rapid rate.

The computer center in South Bend houses the latest generation of computers. Employees who are displaced by computer services are offered other employment within the company. Associates considers people to be an important asset, and has a place for a wide variety of people, both thinkers and doers.

The American National Bank of South Bend presently employes 130 men and women. Ten new employees were added last year. The employees are given on-the-job training. Many use skills such as typing and filing. The bank handles Bankamericard accounts, shown here, and uses modern up-to-date equipment in all areas.

This employee who in addition to her Bankamericard work meets the public and answers the telephone, must be a good typist, enjoy working with numbers, and be mature enough to handle confidential accounts. She must also be well groomed and self confident, since visitors often stop at her desk for information upon entering the bank.

When a check is written on the American National Bank, sooner or later it ends up here in the Bookkeeping Department. These are the proof machines. Tellers send up a balance sheet, and it is the job of the proof machine operators to check it. Keypunch training or 10-key adding machine experience is helpful here, because the job requires dexterity.

This area of the Bookkeeping Department is called the "round table." This is where customers call in for verification of account balances when questions arise on their accounts. Several high school students presently are employed to help

Appendix E (Continued)

SLIDE FINANCIAL SCRIPT

file checks in the department. As the checks must be filed every day, workers in this department must often stay until they are finished with their work. Some banks have late evening shifts for workers who prefer to work in the evening; other banks pay overtime for work beyond 40 hours.

American National Bank makes loans to people who want to buy homes, automobiles, furniture and household appliances, pay for medical expenses, vacations, and many other personal needs. Loan officers can be men or women, and they usually have been in banking for a number of years. Some have a college background and others took a number of banking courses. The American National Bank would like to see more women work toward this type of position.

Although electronic data processing has brought about a technological revolution in the banking industry, people still play the most important part in running a bank. Whatever an individual's schooling may have been, he will have numerous opportunities to broaden his knowledge and skills once he is working in a bank. Besides on-the-job training, he will be encouraged to further his education through outside night time studies. American National Bank refunds tuition fees when bank employees complete a course.

The Personnel Director of the Bank acquaints each new employee with the benefits offered by the bank. These benefits include paid vacations and holidays, a profit-sharing plan, tuition refunds, a broad health insurance plan, low-cost life insurance, sick-leave benefits, and preferred arrangements on banking services. American National Bank also pioneered in giving its employees cost-of-living allowances.

Some typical starting positions are telephone operators, receptionists, typists, stenographers, secretaries, tellers, office machine operators, and other clerical positions. Working conditions in a bank are good, and buildings are usually air-conditioned and pleasant. Banks are interested in helping their employees get ahead, and they will welcome young people interested in working and learning about banking.

Appendix E (Continued)

SLIDE FINANCIAL SCRIPT

Carleton Financial Computations Corporation is a small business located in the airport industrial park of South Bend. Started as a part-time business in 1960 by its current president, Mr. Joseph Carleton Pitts, it is now a full-time enterprise employing about 77 persons. Carleton's main product is a service. This service is the computing and printing of finance charts and booklets for consumer finance businesses.

There are five basic functions of the corporation in which employees work. These functions are sales, computing, printing, administration, and research and quality control. Many of the skills used in these job areas are acquired on the job. The charts and booklets produced by these employees are used by 450 different customers.

One of the specific jobs in computing is coding. The job of the coding specialist is to implement programs that are written by the computer programers. Here is what one coder had to say when asked what she liked most about her job. Taped response

Printing press operators play an important part in the operations of the Carleton Corporation. This pressman started working for Carleton while on the Co-Op program in high school. After graduation he became a full-time employee. Listen as he describes part of his job. Taped response

You have just seen two types of jobs that can be found at Carleton Financial Computations Corporation. There are others such as key punch operators, plate makers, paper cutters, salesmen, bindry specialists, researchers, and clerical workers.

These employees work in a new building and receive fringe benefits paid for by the company. Some of these fringe benefits are life insurance, health insurance and profit sharing. Carleton has a bright future in South Bend and considerable potential for growth.

Appendix E

SLIDE HEALTH SCRIPT

Saint Joseph Hospital, one of the finest medical centers in South Bend, Indiana, offers an unlimited number of health career opportunities.

There are approximately 850 people employed in 170 occupations at St. Joe. Let's take a look at some of these careers.

Of course, the doctor and the nurse are the most familiar members of the health team. However, in addition to the registered nurses, nursing care for the patient involves the teamwork of the orderlies, nursing assistants, and licensed practical nurses.

Besides planning, providing, and supervising the bedside nursing care of the patients within a unit, the duties of the head nurse include: budgeting, staff scheduling, evaluating the performance of employees, and planning inservice education programs.

Therefore, a registered nurse must not only be able to make decisions, organize, and plan but also be able to work with people. She must be understanding and willing to help those in need of her care.

Depending on the individual, a student nurse may participate in a two-year associate degree nursing program, a three-year diploma program, or a four-year baccalaureate degree program. Clinical nursing experience is offered concurrently with classroom instruction.

Other hospital personnel directly involved with patients are the therapists. The physical therapist assists the disabled due to stroke, accident, surgery, and back and neck pains to regain the physical use of their bodies as much as possible through the use of massage, heat, cold, light, water, and electrical treatment.

What kind of person is willing to work with disabled people of all ages--from a screaming 14-month old to a doddering 90-year old? A person who is patient and understanding as well as physically healthy and emotionally stable. A person who might belong in physical therapy or, for that matter, in any of the health occupations involving direct patient care or rehabilitation.

Sue is an intern in physical therapy. After the completion of a four-year college degree program, a physical therapist must serve a three- to six-month internship depending upon the college. There are approximately 60 schools in the United States offering degrees in physical therapy; the Indiana University Medical Center in Indianapolis is one example of such a school.

Appendix E (Continued)

SLIDE HEALTH SCRIPT

The department of respiratory therapy at St. Joe has five job classifications ranging from a respiratory aid which requires on the job training to a chief respiratory therapist requiring 2½ years of training. Thus, an individual who is interested in a health career, but is unable to further his education beyond high school, may still find employment in a health career.

What are the duties of a respiratory therapist? Carol administers oxygen, aerosols, humidity, medication as well as chest physiotherapy, performs pulmonary function testing, and provides emergency resusitation.

Code Blue - room 204! Code Blue - room 204! Are you cool calm, and collected during a crisis? If so, respiratory therapy may interest you.

Besides those who are directly involved with a patient, there are many employees working behind the scenes in a hospital. There pharmacist is not only responsible for the purchase, maintenance, dispensing, and distribution of drugs and pharmaceuticals within the hospital but must be able to provide the nursing and medical staff information concerning the use, dosage, actions, and toxicology of the medications supplied by the hospital pharmacy.

Due to the handling of narcotic drugs and information regarding patients, the pharmacist must possess integrity. A good memory is also essential since a pharmacist must handle a great number of drugs each day.

An externship is necessary in pharmacy. Bob is now serving a four- to six-month externship at St. Joe. Indiana has two accredited schools of pharmacy: Purdue and Butler Universities.

Central Services Department personnel process, maintain, and dispense supplies and equipment required by medical nursing, and paramedical people. An inventory of 4000 items valued at $183,000 needs to be turned over eight (8) to twelve (12) times a year or the department will lose money.

This technician has twenty-two years' experience and is still learning. It took four years to feel comfortable in the position. She must know and locate 1,495 items upon request. A willingness to work, a desire to learn, and happiness in serving are most important for this job.

Appendix E (Continued)

SLIDE HEALTH SCRIPT

Packets are the order of the day. They are date coded, labeled by operation being performed and packed in a required sequence. Manuals establishing procedures are written by a team of hospital administrators, physicians and Central Services people. Procedures are kept current each month.

The medical records manager is responsible for documenting, compiling, and retrieving medical data for patients, hospitals, physicians, research, and educational institutions. After five years, records are microfilmed and filed by the Medical Records Department. This department does its own microfilming and copying of records.

A secretary in Medical Records is responsible for writing and editing complicated operating procedures from recordings of doctors. Skill in typing (60 w.p.m.) and spelling (such words as appendectomy) is required. A great desire to learn, the ability to self-teach and a gift for detail are necessary for this kind of clerical work.

A variety of positions is available for personnel with business training. The cashiering section accepts all payments, controls discharge of patients, and explains the accounts. Clerks deal with 400 insurance companies and interpret government rules on Medicare and Medicaid. Financial counselors set up loans, find public assistance and collect payments from patients.

A receptionist obtains accurate information, handles all types of phone calls, works under pressure, gives quick and simple instructions, deals with people in all walks of life--and with all these interruptions, she does routine clerical duties.

This computer is rented on an hourly basis--it produces a print-out of patients' accounts. Billings and payments are immediately available by punching a customer's account number. The business department up-dates information so accounts are both accurate and current.

The Personnel manager at St. Joseph's Hospital hires 850 employees to fill 170 occupations. The ratic of employees to patients is 3 to 1. Job entry educational levels range from sub-high school to PH.D.'s. Salary ranges from $3,500 to around $35,000 annually. Benefits are both monetary (paid insurance, vacations and holidays) and rewarding (helping your fellow man regain good health).

Appendix E (Continued)

SLIDE HEALTH SCRIPT

The hospital has unlimited opportunities, gives guidelines on how to reach them and leaves the decision to you. Yes, whatever your interest and skills may be, the health field needs you. This is where the action is!!

Appendix E

SLIDE INDUSTRIAL SCRIPT

For many a person the walk to the factory door opens up job opportunities, especially for that young person who is unskilled, a minority, and also a dropout. A typical factory in South Bend is interested in someone who is willing to work, has a good school attendance record, and displays a desire to learn.

Here is a typical scene of people entering The Bendix Corporation. Bendix is an example of a company that offers excellent pay for entry level jobs. It also has a good record of labor-management relations and offers a wide variety of fringe benefits.

Daily this sight greets workers at the White Farm Company. The plant is one of South Bend's oldest. It manufactures farm implements, and employs a high proporation of minorities.

Located on West Sample Street, Torrington is one of the major employers in the South Bend industrial complex.

Here we see an empty lunch room at Bendix. Most companies try to provide areas where workers can relax during break period. Some are large and spacious, while others are small with only a few vending machines. This is the same lunch room with three men occupying it. Some companies have a paid lunch hour, others do not.

Here is a worker at Bendix using a drill press. Industry recommends that workers be acquainted with basic machine processes. Most beginners are given on-the-job training by an educator hired by the company or are trained under the supervision of an experiences worker. As they become proficient on one machine, they are given opportunities to acquire training on more complicated ones.

Here is a man operating a lathe at Bendix. Again a knowledge of basic machine processes is helpful. It is recommended that students take as much math as possible while in school. Blueprint reading is also helpful.

Here is another skilled machinist. The pay scale ranges between $4 and $7 an hour, though it may run higher because of incentive and opportunities for overtime.

Some machines are more sophisticated. This boring machine is run by a computer tape which tells the operator when he has to change the various settings.

Appendix E (Continued)

SLIDE INDUSTRIAL SCRIPT

Before this particular person received his job, he was trained on a less complex machine.

Manual dexterity is required for a job of this type. During the initial interview many companies give aptitude tests in which they test for this specific skill.

Every company's reputation is based on the quality of its product. Quality is assured through rigid inspection. Here is a stage of that inspection process.

This woman is testing parts to see if they will pass the pressure test. There are many women working in factories. Industry is quick to point out that federal laws prohibit discrimination because of sex and that any woman will be given consideration for any job she can physically perform on par with a man. Because of their manual dexterity women are in great demand in the final inspection process.

This woman is a stockclerk keeping accurate records of all stock. Basic bookkeeping courses in high school and basic typing skills are a great aid when applying for a position of this type. But many women are also working as regular factory personnel. In fact, at R.A.C.O. more than 50% of its workers are women.

Industry makes use of the most modern machines for its many records. This woman is auditing through the use of such a machine. She was trained by the company to perform this specialized chore.

This worker is operating a punch press at White Farm which has been considered a hazardous machine to operate; safety devices have been installed to make accidents negligible.

In making farm equipment they must bend the metal into the shapes they want. Here heated metal is being taken out of the furnace and being bent to its correct shape. One of the disadvantages of working at this job is the extreme heat a person must tolerate. Proper clothing and technique are extremely important to minimizing the heat and danger. To some, work like this may be monotonous and repetive, but many workers interviewed enjoyed this type of work.

Parts of farm implements are being hung on the line to enter the spraying booth where they will be painted.

Appendix E (Continued)

SLIDE INDUSTRIAL SCRIPT

Here some parts are being loaded into a box. They will be transported to another department by a fork lift truck. Most fork lift truck operators are young. They must be very safety conscious.

Here parts are bring moved along the conveyor towards the finishing area and then on to be assembled.

These are some of the many parts of a tractor implement. In hiring, factories look for individuals who take pride in their work.

This is an area for inspecting the parts for stress. These inspectors come from the regular working force and are trained on the job.

Industry likes the public to know what it is doing. Many factories will arrange educational tours. Here are some Career Guidance Personnel on tour at South Bend Lathe. This company is one that hires educators to come in four 4 hours a day to train the entry worker in basic machine processes.

This is a grinding operation at South Bend Lathe. It is behpful if a student has learned to operate an internal and external grinder at school. Workers with seniority may "bump in" from lesser jobs to this more specialized job.

Many machines are run by automatic computer tapes. This is a lathe being run by such a device.

Here is another machine being run by a computer tape. Because they create new and different jobs these machines are not replacing workers.

Industry has found that it is difficult to train a person to run a machine run by computerized tape if they have had long experience in running traditional machines. The prime requisite of knowledge in this area is blue print reading.

Here is another machine being run by computerized tape. The control panel is being monitered. An engineer sets the tape up, and it can be run either with the English or metric measurements.

Appendix E (Continued)

SLIDE

INDUSTRIAL SCRIPT

A Vernier's scale is being used by this man to measure a product. Many of the workers start in this room without factory work experience, but a knowledge of math and blueprint reading is absolutely essential.

Very precise inspection blocks made in Sweden are being used to inspect a part. All parts and final products are inspected.

This is a foundry where castings are made for use in other factories. Among the discomforts a worker must face is heat and constant exposure to dust and sand swirling through the air. The first stage in making a casting is the selecting and pouring of special sand.

The function of this machine is filling the molds, the initial steps in the core room.

Here a machine packs the molds with a special type of sand mixture.

A man smooths the sand and takes off the excess sand.

Scrap metal is being fed into the furnace for melting. The precise proportion of various types of scrap metal is picked up by a giant magnet for each type of casting.

Here the molten metal is being prepared. It is very hot, dark, and dirty in portions of the foundry. However the workers interviewed enjoyed their jobs and thought their pay was excellent.

Molds are being moved toward the ladle to be filled. At this stage elaborate safety measures are being taken.

Molten metal is being poured into the ladle and then will be poured into the molds.

Here molten metal is being poured into these molds.

After castings are cooled they are dumped out and look very rough and rusty. Most of Sibley's customers specify that they want their castings polished.

Here they are being moved toward the finishing area.

Appendix E (Continued)

SLIDE INDUSTRIAL SCRIPT

Rough grinding of the castings is depicted in this slide.

Again as we saw with other finished products, these castings must also be inspected. Here a stress test is being made. In this department a diploma is no longer mandatory; the applicant must be willing to work.

This man is stapling together boxes to be used in shipping the castings to South Bend Lathe. He receives three hours of instruction from his supervisor and then assumes full responsibility for his job.

Here is a scene of workers leaving Bendix. No matter how rewarding the job financially, or self satisfying it is, many workers are happy to leave the place of employment at the end of the day.

Appendix E

SLIDE INDIANA EMPLOYMENT SECURITY DIVISION SCRIPT

The Indiana Employment Security Division at 203 South William Street, South Bend, is a federally funded state agency which must conform to state government practices and meet federal standards and directives. The division has two basic areas: Unemployment Insurance and the Indiana State Employment Service. The South Bend office employs 77 staff members who are hired under state merit requirements.

Unemployment insurance is an income maintenance program--an insurance payable to unemployed workers. To receive unemployment insurance, a person must have worked for an employer subject to the Indiana Employment Security Act. The individual must also be unemployed through no fault of his own, able and willing to work, and actively seeking work through the Indiana State Employment Service. The amount of unemployment insurance he may draw is determined by the wages he earned.

Funds to pay this insurance come from a payroll tax on employers. Only employers pay the tax, with no deduction made from the employee's wages for this purpose. This division also administers those programs provided by the federal government for its former civilian employees and ex-servicemen. Unemployment insurance is designed to help individuals bridge the gap between losing a job and returning to work.

The main function of the Employment Service is to match job applicants and job openings. The employment service has been assigned responsibilities relating to more than 40 federal manpower programs. At the present time, special emphasis is being placed on the training and job placement of veterans, minorities, disadvantaged, and handicapped persons.

The role of the Employment Service is often more complex than simply referring job-ready applicants to existing openings. When jobs are in short supply, employment service interviewers contact employers in an attempt to locate positions for qualified, available workers. When job seekers have problems which severely hinder their employability, the employment service provides testing and counseling to help them obtain training or employment commensurate with their highest potential.

The Employment Service also provides services for employers. It assists employers in the application of industrial service techniques related to manpower. These include job analysis and

Appendix E (Continued)

SLIDE INDIANA EMPLOYMENT SECURITY DIVISION SCRIPT

restructuring, the use of aptitude tests for entry level workers, job market information, advice relative to organizing and staffing, and assistance in identifying and resolving absenteeism and turnover problems. Typing, shorthand, and aptitude testing is available to employers who request it.

Considering that there are at least 30,000 different jobs in industry, you, as job seekers, may need expert help in selecting and finding the type of work which is just right for you. The Indiana State Employment Service can help you with that selection, and this service is free. Simply by going to the nearest employment service office, you can get that needed assistance. The employment counselor helps you to understand job likes and dislikes and abilities. He also helps you to find out about opportunities and requirements, assists you in making suitable vocational choices, and helps to work out a vocational plan and put that plan into action. He can help you evaluate your ability to learn various jobs. Your skills, such as typing and shorthand may be measured at this time.

You must make your own decisions before you make out the applications for employment so you should have some very definite ideas about what type of job you are seeking. One of the big complaints of the people who work in placement is that too many applicants do not know what kind of work they may be interested in. The service has much information type literature relative to job descriptions, interviews, resumes, etc.

When you have made a decision on the type of work you want, the employment interviewer will tell you about the job opportunities for which you qualify. The interviewer will give you an introduction card to present to the employer who has the job which interests you. Whether you are offered the job is up to the employer, and whether you accept it is up to you.

Jobs listed with the Service cover all types of work, professional, technical, clerical, sales, service, skilled, semi-skilled, agricultural and unskilled. The office also lists opportunities for part-time and summer work. The jobs may be in your home town, in other cities, and or out of the state. The employment service has information on state and federal civil service jobs. There is no fee charged job seekers or employers for any service offered by the Indiana Employment Security Division.